R E P O R T R E S U M E S

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PROCEEDINGS OF THE ANNUAL COMMUNITY COLLEGE CONFERENCE (3RD, NORTHERN ILLINOIS UNIVERSITY, JULY 8, 1966).

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DESCRIPTORS- *JUNIOR COLLEGES, COMMUNITY COLLEGES, *CONFERENCE REPORTS, *ACADEMIC RANK (PROFESSIONAL), *TEACHER ADMINISTRATOR RELATIONSHIP, POLICY FORMATION, TEACHER ROLE, ADMINISTRATOR ROLE, COLLEGE TEACHERS, COLLEGE FACULTY, COMMUNICATION (THOUGHT TRANSFER),

AT THIS 1-DAY CONFERENCE, PARTICIPANTS CONSIDERED TWO MAJOR TOPICS--(1) A CONSIDERATION OF FACULTY RANK INCLUDED AN ADMINISTRATOR'S DISCUSSION OF THE PROCESS OF INITIATING ACADEMIC RANK IN METROPOLITAN MULTICAMPUS COMMUNITY COLLEGE. A COLLEGE PRESIDENT POINTED OUT THE VALUES OF ACADEMIC RANK SYSTEMS IN PROMOTING TEACHER IMPROVEMENT. THE THIRD SPEAKER, A UNIVERSITY PROFESSOR, DISCUSSED THE DESIRABLE AND UNDESIRABLE FEATURES OF RANK AND OFFERED SOME WARNINGS CONCERNING ABUSE OF THE SYSTEM. (2) IN THE AFTERNOON SESSION, THREE SPEAKERS DISCUSSED STAFF-ADMINISTRATIVE RELATIONS IN THE COMMUNITY COLLEGE. SPECIFIC TOPICS CONSIDERED WERE ORGANIZATION, COMMUNICATION, FACULTY ROLE, AND ADMINISTRATOR ROLE. THE DOCUMENT CONTAINS THE TEXTS OF THE MAJOR PRESENTATIONS. (WO)

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Proceedings

THIRD ANNUAL

COMMUNITY COLLEGE CONFERENCE

NORTHERN ILLINOIS UNIVERSITY

July 8, 1966

COMMUNITY COLLEGE SERVICE CENTER
COLLEGE OF EDUCATION
NORTHERN ILLINOIS UNIVERSITY

SEPTEMBER
1966

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC680111

The Annual Community College Conference sponsored by Northern Illinois University attempts to provide personnel from Illinois community (junior) colleges with the opportunity to discuss topics of particular interest to them. The topics and speakers are suggested by an advisory committee to the Community College Service Center. The advisory committee responsible for this year's conference were:

Mr. Gil Renner (Elgin Community College)
Mr. Richard Fagan (Freeport Community College)
Mr. Earl Trobaugh (Illinois Valley Community College)

William K. Ogilvie
Coordinator
Community College Service Center
Northern Illinois University

Fox

Trobaugh

Trimble

PROGRAM

July 8, 1966 — Capitol Room — University Center

Morning Session

Introductory Remarks: Dr. Raymond Fox, Associate Dean, College of Education, Northern Illinois University.

Discussion Topic: ACADEMIC RANK IN THE COMMUNITY COLLEGE

Moderator: Mr. R. Earl Trobaugh
Dean, Illinois Valley Community College
La Salle, Illinois

Panelists: Mr. Turner H. Trimble
Dean, Amundsen-Mayfair Branch
Chicago City College

Mr. Norman P. Stein
Chairman, Department of Mathematics
Wilson Branch, Chicago City College

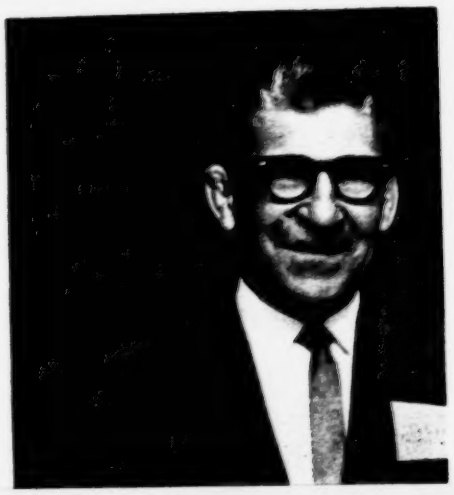
Dr. Edward J. Sabol
President, Sauk Valley College
Dixon, Illinois

Dr. Ralph S. Novak
Professor of Management
Northern Illinois University

Stein

Sabol

Novak



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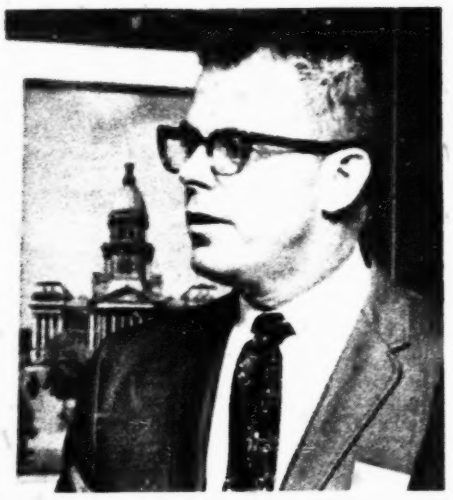

Whitmore

Titlebaum

Afternoon Session

Discussion Topic: STAFF-ADMINISTRATIVE RELATIONS IN THE COMMUNITY COLLEGE

Moderator: Dr. Clifford G. Erickson
President, Rock Valley College
Rockford, Illinois

Panelists: Dr. Richard F. Whitmore
Director, Kellogg Community College
Battle Creek, Michigan

Dr. Sidney Titlbaum
Chairman, Natural Science Department
President, C.C.C. Faculty Council
South-East Branch, Chicago City College

Mr. Forest D. Etheredge
Vice-President and Dean of Instruction
Rock Valley College
Rockford, Illinois

Summation: Dr. Elwyn R. Miller
President, Illinois Association of Higher Education
Associate Director of Student Teaching
Northern Illinois University

Etheredge

Miller

A BACKGROUND REPORT ON ACADEMIC RANK IN CHICAGO CITY COLLEGE

Mr. Turner H. Trimble
Dean, Amundsen-Mayfair Branch
Chicago City College

I should like to state that I think that academic rank is an excellent subject to schedule at a conference of this type. I say that partly out of experience, because in Chicago we got into academic rank without really thinking about it ahead of time. The decision was made, and I think with some prediscussion and pre-evaluation, relative to the necessity for academic rank in the Chicago Teachers College. The opportunity was somewhat belatedly extended to the administration and the faculty of Chicago Junior College. The faculty did vote for rank. Some of the teachers in the various branches of the Chicago Junior College system will argue that they thought they were voting for a package deal, at the time, which included along with acceptance or rejection of rank, the acceptance or rejection of the trimester system, along with a 15% across the board increase in pay. I have examined tapes of the old discussions that took place at that time and looked over the written material which preceded the faculty vote on both issues. I'm sure in my own mind that they weren't really offered as a package deal. I would add that I think some teachers in their voting thought they would, in order to get one, have to accept the other. In any case, in December, 1961, they voted to have faculty rank in the Chicago Teachers College and in the Chicago City Junior College. The first rank in the Chicago system was awarded in September, 1962.

I think you might be interested in what happened between December, 1961, and September, 1962, partly because it is an historical case and partly because what happened, in many ways, can be recommended to anybody who is confronted with the problem of setting up the machinery for identifying merits and rewarding merits in terms of rank assignment.

Dr. Clifford Erickson, who had a very good rapport with the Chicago City Junior College Faculty Counsel, together with good cooperative effort, agreed certain things that ought to happen preliminary to the evaluation of faculty for the assignment of rank. An ad hoc committee, for example, was appointed to consider and recommend criteria for promotion. The mechanical procedures originating with the recommendations of department heads were agreed upon. It was decided that a local faculty rank committee should be organized in each of the branches. It was further agreed that the dean should select three members of each six member local rank committee, out of the top six selected by the preferential voting of the faculty for representation to this committee. Furthermore, the dean should appoint the next three at large without necessarily any restrictions. I don't know what happened in the other branches, but in my own branch, with the exception of one person, I found it possible without compromising my own judgment of who ought to be on these committees, to appoint all six of the top six selected by the faculty.

Recommendations for promotion in academic rank would normally originate with the department head and be forwarded to the local rank

committee. The local rank committee would examine these recommendatios and, in turn, make its own recommendations to the dean. The dean would follow, with his comments and recommendations, a list of recommendees to the executive dean. It is possible, though not specifically suggested earlier in these procedures, that a teacher might literally apply for consideration to the rank committee, to the department head, or directly to the dean. The only reason a teacher needs to follow these channels is to believe that because of some personal relationship with his department head he might not be equitably considered.

Another aspect of our current procedure is this -- that a candidate for promotion either by his own identification or by the recommendation of department head is entitled to a written explanation if the committee or department head rejects him. The same obligation to explain and to report in writing on his judgment extends to the dean after he has received recommendations from the local rank committee. I think this is an excellent thing. If somebody thinks he is deserving of consideration and is rejected in his application for reasons, it just makes good sense that these reasons be made known to him so that he could do something about it.

I think you might be interested in some of the broad suggestions of the ad hoc rank committee. I think they reflect some very careful and critical thinking about the problem of setting up a criteria for a junior college rank, as opposed to criteria which is used in determination of rank in senior colleges. The emphasis recommended by the

ad hoc All City Committee on Rank was, as you might guess, on excellence in teaching. Other criteria listed in the priority of importance which the committee felt ought to be considered relative to rank promotion were: (1) Performance as a member of the faculty, other than teaching, (2) work on school committees, (3) extra curricular interests, (4) contributions to youth, (5) use and development of teaching materials, teaching methods and so forth. Experience and length of service, educational preparation, professional standing, and community service are also considered. I think you will recognize that here we have a broad range of specifics that ought to enter in the recommendations of this committee and for judgment of the merits of the faculty member when being considered for promotion.

Now what has our experience been. We had our first assignment of rank in September, 1962, and have gone through the promotion process now in 1963, 1964, and 1965. I might add here that Mr. Shabat very generously relieved me of any responsibility to report to you his attitude on rank, although I think I would agree with him in many respects and he encouraged me to report what my judgments and reactions toward rank has been and this I will do.

Has academic rank been of any use or value in the recruitment of faculty? Are teachers interested in the Chicago City College because we have a system of academic rank? I think the answer is no. In my judgment, candidates to whom I talk often don't know we have a system of faculty rank and are not very much interested in talking about it. Has it encouraged more faculty training? I think there is

very little evidence of this. You see we now have a system of academic rank which is tied in with a pay schedule. We have different lanes for Instructors, Assistant Professors, Associates, and Full Professors. Before we had free salary lanes between the college instructors, one based upon master's degree, the second upon a master's plus 36 hours, and the third upon a Ph.D. There were absolute objective criteria and it was clear beyond any equivocation that if you wanted to move from the first lane to the second lane you had to earn 36 hours on to your master's degree. The old lane system may actually have encouraged more people to do graduate work than our present rank system. It is theoretically possible now, in our present academic rank system, to move from one category to another without a Ph.D. or without 36 hours beyond a master's degree and so on. What has been its effect on moral? I think Mr. Shabat would state, with more conviction than I, that it has been very bad on the faculty morale. It's been devisive. As Mr. Trobaugh suggested, the issues that grow out of this, the disparity between the teachers' estimate of his own competence and success as a teacher, and estimates of department heads and the opinions subsequently of the dean. These disparities exist and are the cause of bad feeling and a loss of morale.

In this connection, I think I ought to point out that we have a kind of special problem in Chicago that may not exist for other junior colleges. We have eight branches which increases the problem and the difficulty, I think, of making equitable judgments of merits of teachers being considered for rank between the eight branches. Our

local rank committee might make very fair and competent judgments on the comparative merits of faculty in each branch and so might the dean, but ultimately a comparison has to be made and an equity of judgment has to be managed between the teachers of eight different branches. Somebody judged very good in one branch might, theoretically, be judged average in another branch in the context of a different department in a different branch.

Have there been any advantages in this? Yes, I think so. It's provided a rationale and, indeed, necessity for department heads to discuss competence, industry and intent as far as good teaching is concerned. This is a very important criteria. I also think some useful discussions have been mandated between deans and department heads and faculty which, may or may not have existed before, but should have. The whole business of considering people for promotion once a year makes this evaluation a regular thing, almost a necessary thing.

I think our system of academic rank in Chicago has made it possible to reward merit. This is a nasty word to the American Federation of Teachers. I should tell you that a long time ago I was a National Vice-President of the American Federation of Teachers and took a very firm stand against merit rating, at least for public school teachers.

It seems to me that a professional rank system, or whatever you call it, is a merit rating system. I think few of us would argue that if we could find a valid system for identifying merit in teachers--that we ought to have a merit rating system. The difficulty is in

coming up with criteria that can, in the application of which subjective evaluations can be minimized and objective evaluations be maximized. Here is the rub. Back to the point I wanted to make, we have been able and have identified merit and real value to the Chicago City Junior College unrelated to academic degrees and to longevity, age, and publication. We've been able to single out some people and give them the kind of recognition, which I think the majority of the people in our system would agree, is the kind of recognition that should, and indeed, be made.

Well, where are we now as far as academic rank in Chicago is concerned? We're now in a changing administration which is involved in a re-examination of policy related to re-evaluation of academic rank. For the last month or two, I've been a member of the ad hoc Administration-Faculty Committee on Rank which has been drafting a referendum, a very difficult thing to do, which will present, I think this fall, to the faculty a chance to vote on rank as it is now or rank separated from salary. It has been suggested by some people that some of the emotional reaction to rank is partly due to the fact that promotion is tied directly and automatically with pay. The third choice for the faculty to make will be, for no rank at all and a return to the flowery lane based on academic degree. I wouldn't know what the outcome would be. I'm not even going to speculate on it.

Very quickly, to close, my own personal reaction is that the values of an academic rank system for a junior college are, at best, mixed. I certainly think the time to go through and develop the

issues is before you adopt the system of academic rank and not afterwards. I think we have improved upon and we are making progress in the implementation of our system of academic rank in Chicago. It may be a little unfortunate (you'll have to pardon my reactions here) if this is true, maybe you ought to persist a little longer in a quest for a practical, viable, reasonable solution to the problem of identifying merit apart from easy and not so reliable objective criteria. This may be hoping for something that can't be realized, but I'm not at all sure that our experience, up to this point, is long enough to reject academic rank entirely. That we can't improve upon present practices as to recommend the retainment of a system that does, and has, rewarded genuine merit.

A TEACHER LOOKS AT ACADEMIC RANK IN CHICAGO CITY COLLEGE

Mr. Norman P. Stein
Chairman, Department of Mathematics
Wilson Branch, Chicago City College

From the time of its inception, the Chicago City Junior College has been closely associated with the high schools. Throughout its history and especially since the nineteen fifties, the Chicago City College, not unlike junior colleges throughout the nation, has tried to free itself from this close identification, and, at best, has been only marginally successful. The Chicago Board of Education, concerned with operating a large elementary and high school system, has resolved virtually all junior college problems in terms of high school policies and practices. It was against this background that Dr. Peter Masiko (who was then the Executive Dean of the Chicago Junior College) at a general meeting of the multi-campus faculties in January, 1962, demonstrated his skill as a super salesman and obtained by a substantial majority the endorsement of the faculty for the institution of a system of academic rank.

At this time, the junior college, together with the high schools and elementary schools, was on a single salary schedule. Salaries were based on years of service and placement in one of three lanes, master's degree, master's degree plus thirty-six hours of graduate credit, or earned doctor's degree. While there can be little doubt that hope for and an implied promise of a better salary schedule under a system of academic rank, and the trimester calendar, which was approved at the same general meeting, played an important role in the

approval of academic rank. I am convinced that the most decisive factor in the vote of the faculty was their decision to take a positive step to separate from the high schools and take on the accoutrements of the colleges.

Soon after the general meeting, an ad hoc Advisory Committee on Academic Rank was established. This was a faculty group made up of representatives from each of the branches of the junior college who were chosen so as to represent the different disciplines. Persons of limited seniority were included along with members of considerable service so that as many opinions and outlooks as possible could be brought to bear on the deliberations of the committee. The committee started its work by exploring the literature on rank. Members prepared reports of their readings, and countless hours were spent discussing these reports and examining the applicability to our local situation of standards and procedures used in senior colleges. Periodic conferences were held with representatives of the administration, and on May 15th, three and one-half months after the first meeting, the final report of the committee was published.

The criteria developed were divided into six categories. Listed in order of importance, these were: (1) Excellence in Teaching; (2) Performance as a Member of the Faculty; (3) Experience and Length of Service; (4) Educational Preparation; (5) Professional Standing and Growth; and (6) Community Service. As stated in the report, "It is not the intent of the committee that persons qualify for assignment or promotion to rank in all six categories. Outstanding performance or ability

in one or several categories should be regarded as compensatory for a lesser performance in other categories." That it was the intent of the committee that initial placements be quite liberal is made clear from the part of the report which stated:

> For the past fifty years the junior college has laid less stress on publication and general research and pursuit of advanced degrees than on service to the college and development within the college of improved curricula, teaching methods, and teaching materials. Furthermore, advancement heretofore has been largely determined by length of service. The committee strongly urges that in the initial placement of the present faculty, liberal consideration be given to these factors which have heretofore been emphasized.

By the end of June, 1962, the branch deans had received recommendations regarding initial placement in rank from departmental chairmen and had made their recommendations to the Executive Dean. The recommendations of the Executive Dean were kept secret and thus, no information was available to faculty until the Board of Education issued its promotion report in late August. The results were very disappointing. In spite of the Ad Hoc Committee's report urging that criteria be applied liberally in placing the faculty on academic rank, only about two per cent of the faculty were given the rank of Professor, and slightly less than eleven per cent received the rank of Associate Professor. Thus, close to eighty-seven per cent of the faculty were placed in the lower two ranks. Morale of the faculty was very low, and emotions ran high. To many, the results were traumatic. Some threatened to resign, and had the initial placements been known early enough for them to find other employment, I am sure that they would have carried out their threatened action. In time, most tempers cooled, helped in part by an admission by the administration that some errors had been made and that

first priority in the following year's promotions would be given to adjusting inequities. Furthermore, since promotions were to carry with them a salary advancement equivalent to two steps on the salary schedule, promoted faculty would be further ahead on the salary schedule than they would be had they been properly rated initially.

The following year, priority was given to adjustment of the most flagrant inequities, but the distributions in the upper two ranks still remained unchanged. Faculty disappointment was still high. The feeling was prevalent that the criteria were not being applied with the intended liberalism. Too much emphasis was being placed on graduate credit, an item capable of precise and quantitative measure, rather than on good teaching and faithful service, which many felt were the really only important yardsticks for rank in the junior college. The suggested liberalism was still not being applied. Also, many felt that there was far too much secrecy in the promotion procedure. Faculty members did not know why they failed to obtain promotions for which they were recommended by their colleagues and their chairmen, or at what level in the promotional procedure they were turned down. Needless to say, this uncertainty did not enhance faculty morale.

This year, some important modifications in criteria and procedures were made. Most important has been the elimination of the secrecy. Each candidate for promotion was informed as to whether or not he was being approved. If not recommended, the candidate was informed as to the reason for his being turned down, and was given an opportunity to discuss the matter with the local dean, if the disapproval was at that level, or with the Executive Director, in case the turn-down occurred at this

level. Director Shabat is to be commended for his part in instituting this policy. While candidates for promotion were not all satisfied with the decisions, each person knew where he stood, and what deficiencies needed to be corrected so that he might become eligible.

Furthermore, when the recommendations for promotion in rank become effective in September, the per cent of faculty in the upper two ranks will change from approximately sixteen per cent to about twenty-six per cent. Also, about twenty per cent of the current instructors will have been promoted to Assistant Professor, and approximately thirty per cent of the Assistant Professors will have been promoted to the rank of Associate Professor. These changes have had a very healthy effect on faculty morale. Paraphrasing the words of the popular song, "/We've/ come a long long way, but /we've/ still got a long long way to go."

What, then, is now the attitude of the faculty of the Chicago City Junior College with regard to the system of academic rank? There is no single answer to this question. Rank is a very personal matter. Reaction to the system varies from person to person and is based in a large measure on how well or poorly the individual has faired, and what the outlook is for him in the near future. Too, because the newer branches have faculties composed largely of persons of relatively short service compared to large, well-established branches that have been in operation since 1934, majority opinion on rank can be expected to vary from branch to branch.

Recently, a subcommittee of the Faculty Council, in studying the question of rank, solicited faculty opinion for arguments for retention or elimination of the rank system in the junior college. The arguments favoring rank can be summarized as follows:

1. Rank gives a dignity to the junior college faculty, and places the institution in the category of higher education rather than the secondary school level. Rank in the CCJC conforms with practices established in four-year colleges and universities where it is an accepted pattern of faculty life. The general public seems to have a greater regard for the professor rather than for the teacher.

2. As a Class I junior college we will be locally administered, but still there is going to be inevitable comparison between our salary schedule, etc., with those of other junior colleges. To have all our faculty listed as "Instructor" is not going to improve the comparison in our favor. It is almost a certain fact that should CCJC rank be rescinded, other institutions will be in a better position to encourage and seek the services of CCJC faculty members. Our sister institutions will be seeking competent college professors and rank will be one of the recruitment arguments of persuasion.

3. Rank gives a prestige to our faculty members when writing for publication, or attending professional meetings.

4. The CCJC rank system tends to be more flexible than a rigid lane salary schedule would be. The lane system paid teachers on a credit hour and degree basis. No provision was made for the talented and dedicated instructor who contributed greatly to the school and students. Rank provides for these creative faculty.

5. The non-promoted teacher may seek improvement once he learns the reason for his rejection. A better understanding of his professional shortcomings should guide the individual to take positive action.

6. If broad published standards for promotion are used, they should permit worthy members of the faculty to rise on merit, and not on seniority alone.

7. Possession of rank lends bargaining power to faculty members transferring to other institutions having rank.

The arguments against rank were as follows:

1. The rank system can be used as one means of expressing favoritism. There have been complaints, at times, that teachers were promoted who did not warrant elevation in rank. Some say that evaluators are partial and not objective.

2. How can one accurately measure effective teaching? There is disagreement among educational statisticians as to the validity of any given rating instrument.

3. Rank promotion committees are usually composed of faculty members of various subject areas, who may not know fully all the academic areas, or what constitutes a superior teacher in these other disciplines.

4. Under the rank system, the highly individualistic teacher is practically forced into conforming to specific guidelines established by a group. Expressions of individuality are suppressed with this kind of set-up. This results in poor attitudes and decreases professionalism.

5. Since the criteria for rank promotion are usually partially subjective, one cannot project his professional future.

It seems to me, and the majority of my colleagues at the Wilson branch agree, that the arguments favoring rank for the junior college far outweight those in opposition.

To be sure, there has been good reason for the faculty to be disappointed with rank distribution and procedures. However, it would be difficult to find a person who was a member of the faculty at the time rank was instituted, who is any worse off financially than he would have been under the old lane system. While it is true that the ego of many of the non-promoted has suffered when colleagues of lesser length of service are promoted and pass them by, holding back the unusually talented teachers, which occurs under the inflexible lane system, is equally frustrating.

In closing, may I say that I believe that academic rank is appropriate for a junior college faculty, and despite the administrative difficulties of placing it on a satisfactory footing, it is worth instituting and retaining. For the junior college, however, we need to be careful that we do not over-emphasize the importance of the Ph.D. for promotion to the upper two ranks. Since the greatest source of junior college talent is, and is very likely to continue to be, people whose highest degree is the master's degree, we must be sure to keep the rank of at least Associate Professor open to them. For those without the doctorate, eligibility for promotion to Associate Professor should be that for a satisfactory period (possibly ten years) the teacher

has demonstrated to his department colleagues, to his chairman, and to his campus dean, that he is doing the kind of work the college desires for its career teachers. In this way, the teacher who has been the backbone of the educational program of the junior college, and whose replacement at the present time would invariably be a considerably less effective teacher, will be able to attain a rank commensurate with his importance to the college.

V PROFESSIONAL STANDING AND GROWTH

INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR

A. Participation in workshops, seminars, conferences.

B. Evidence of independent study, and/or research.

C. Membership and/or offices in professional organizations.

D. Productivity: publications, including books, articles and films, television performance and program planning; composition in the arts.

E. Professional honors.

VI COMMUNITY SERVICE

Contributions made over a period of time to the community which reflect credit on the Chicago City Junior College.

I'M A RANK ADVOCATE OF ACADEMIC RANK

aterial on the preceding page is a
rint. Please consider it as the
l page of this proceedings report.

Dr. Edward J. Sabol
President, Sauk Valley College

I think that it's only fair that I should identify my prejudices for you from the very beginning and state that I am a rank advocate of academic rank in the two-year college. I have had experience with it first as a dean of a private junior college starting from scratch as a branch of a private four-year college, and subsequently as president of a state agricultural and technical college with primarily an occupational career orientated program. In preparing for this, I asked my new young administrative assistant, whose primary experience has been that of a graduate assistant, "What are the things most important to you as far as your work is concerned?" The answer in marvelous simplicity was, "My title, my salary, and what I have to do." I think if we could approach this kind of question this simply at all times it would be very remarkable. I then asked him, "Would you make that same statement if you were a member of a craft or a trade as you do now from your prejudices of professional aspiration?" He then began to clarify in terms of salary, prescribed working hours, and those things that we normally think of as professional qualifications. But as I said, I think it was a remarkably clear and simple response to those complex questions.

I look upon my job as one of facilitating those arrangements (organizationally, occupationally, and emotionally) which would make it possible for each faculty member to do the best possible teaching job in the classroom that he can. I think that that is the primary justification for administration. I think that everything we do, in

the long run, has to result in the maximum possible performance in the classroom or in the total professional responsibility. Now I think I should make one thing clear here, and that is that I do not believe that every faculty member should tell me exactly how things have to be for him to be happy. I say administration has to make those arrangements and I think that it cannot escape them.

Our board has set a certain basic policy for Sauk Valley College in regard to the type of curricular program, the kind of teacher, the counseling and so on. It's my job to implement that policy to the best of my ability. I'm the one who has the major basic decisions in selecting my administrative staff. I am, in a sense, delegating my decision making responsibility. I have to give those people the opportunity and the authority to apply their background and experience in the way, I hope they will, on the basis of which I selected them. So I think that with this basic position in mind and with my basic prejudices previously stated, you should be able to understand the position I am going to take on academic rank.

I think I will say basically that academic rank is a justifiable means of recognizing professional growth among the classroom teaching faculties in institutions of higher education. It is not a means of creating higher salary, that happens to go with it, but it is justifiable as far as I'm concerned as a means of inspiring and encouraging professional growth. I think that I can speak from a much different standpoint starting a new community college in a less populous area than can the people in the Chicago City College who went into rank, as they did, against a

different kind of background. But, I think I would still tackle it. I might add parenthetically here that the one meeting of the Sauk Valley College Board, in which academic rank was discussed, it took five minutes to reach a decision. The one individual in seven that raised any question at all happened to be a superintendent of schools who was a member of the board. So it took about five minutes to settle the question as to whether or not we should have academic rank in our institution. That's why I pointed out this was not a question in my mind when I came to my present position (based on my own past experience, both as a teaching faculty member and an administrator).

Now with this in mind, I think we have to recognize the fact that if we desire to develop professional growth among teachers, if we desire to encourage faculty members to really get the greatest possible satisfaction and enjoyment out of their work, and thereby do an outstanding job in the classroom, then we have to devise a ranking system which will encourage that growth. And when I would do this, I'm not going to develop a merit rating system, but rather I'm going to rate merit. I've been in the teaching profession, and this has been my sole profession since 1937. The reason teachers' organizations, unions or otherwise, have rejected merit rating systems is because they have tried to devise objective systems in which they can count brownie points. To me, this is just not compatible with the professional growth. These normally say that everyone should automatically receive so much. It subjugates the individual to the group and this just simply doesn't make for outstanding individual teaching performance. Rather it promotes conformity. So in talking about objective merit ratings, I'll agree with you, there isn't any that does work.

At one institution, we had a ranking system in which they tried to set up so many points for this sort of thing and so many points for that sort of thing . . . and they came up with a composite score of 87.2. Well, this was really objective but it left a great sense of dissatisfaction among the staff because it didn't do a thing for some individuals who have unique qualifications for a professional appointment. In setting up the ranking system, I submit that it can be done with the idea that an individual can aspire to professional growth and prestige based upon pure professional performance. Consequently, I think we have to consider first the very basic things that were mentioned earlier. (And by the way Trimble, your six points are about the same as those submitted by five community colleges in upstate New York and one on Long Island. They came up with practically the same points using slightly different words. These were six different campuses all involved in agricultural and technical education. The city and the country aren't that far apart on these points anyway.)

In our system, there is a basic qualification for each position at each rank. The following general requirements are considered for selection and promotion of teaching staff members: mastery of subject matter, demonstrated teaching effectiveness, interest in students, an understanding of the comprehensive community college program, and potential for continued professional growth. Having stated these general requirements, we expect for example that for the instructorship the desirable basic appointment qualifications shall be the bachelor's degree from an accredited college or university in a field of specialization and two years of professional experience. Not two years of

teaching, but two years of professional experience. This is a necessity if we're going to be in vocational and technical programs. This might be significant business experience.

For the assistant professor level, we require a master's degree or 150 semester hours of college credit from an accredited college or university including an undergraduate major in the field of specialization and sufficient graduate credit in the field of specialization. In other words, either a master's degree or a total of 150 semester hours of college credit and four years of professional experience. Then for an associate professorship, a master's degree or the equivalent of a master's degree in the field of specialization and a minimum of 180 semester hours of college credit from an accredited college or university, 8 years of professional experience at least two of which have been as successful college teachers. I feel that to qualify for the associate professorship, one should have demonstrated the ability to teach successfully at the college level. For a full professorship an individual should have a doctorate or a master's degree with a minimum of 200 semester hours of college credit. This should include not less than 60 hours of graduate credit, thirty of which must be of professional nature, and ten years of experience, five of which must be as a successful college teacher. It should be remembered that, in appropriate cases, practical business experience can be substituted for teaching experience.

Now bear in mind that these are a minimums. Coupled with each of these ranks, there is an overlapping salary range. On the instructor level, there are eight steps, with the fifth step of the instructional level overlapping the first step of the assistant professorship level.

On the assistant level there are eight steps. The fourth step of the assistant professor level overlaps the associate professor level where there are ten steps, and the fourth step of the associate professor level overlaps the full professorship. So if a person cannot, within the minimum number of steps, qualify for the next rank he is not hurt salary wise. Incidentally, I consider the annual salary increment as dependent on the positive recommendation of the department head. I think what I said here is that we can have professional improvement and advancements with salary increases and hopefully develop better classroom teachers.

There is nothing, as far as I'm concerned, about a degree or a certain number of years of experience which guarantees good teachers. So with us, you'll have an evaluation. I hope the day has come when we are willing and able to have others in our classrooms such as the department and divisional chairman who are able to make adequate judgment on teaching proficiency. I have asked department and division chairmen to do this. I think that if we are a profession we must accept a subjective evaluation. It's always been a puzzle to me how the teaching profession could push so hard for objective standards for judging students' progress and at the same time object to evaluation of teaching progress. I just don't think that everything possible is being done to develop an objective merit rating system for measuring professional performance. I think everyone of us has to have something he can strive for. With a president it might be a bunch of new buildings. With an individual faculty member it should be teaching improvement. Hopefully, I would like to see some common usage of a joint evaluation of classroom

teaching performance by the teacher himself and his dpeartment or division chairman. I don't think that I agree with the earlier statement that college teachers can't possibly know all the things that are involved in other people's teaching, even within the same division such as social sciences. We have the devices to do this evaluation.

The single most effective use of closed circuit T.V., as far as I'm concerned, is evaluation of teaching competency. It's already being used in some campus schools by supervisors of student teachers. I saw a television camera on a demonstration table in the culinary arts program at San Francisco State College in a little lecture room through which the master teacher, and he is non-degree chef, demonstrated in the fancy stainless steel bowl some exotic recipes. He insisted that it be video recorded each time so that he could see whether he got his lesson over and whether he did it the way he had planned it. He was giving himself a self-evaluation and he had the hardware to do it. It's here. We have it. It can be done.

I also think we must couple this with a system of evaluation. Let me give you the details of such a system, a system that allows for substitution. Substituting your good experience in the vocational and technical field for some of the advanced education requirements. To allow for substitution, even on the full professorship level, for the academic doctorate. I think, on top of this, the administrator has to make the decision because he makes the promotion. Furthermore, I do not think that earning a doctorate automatically qualifies a person for the full professorship. There are other considerations.

Let me give you a further idea of system that has been worked out by six agricultural and technical colleges in the State University System of New York. The problem here was a matter of how do you determine equivalents? How do you give equal credit for significant experience other than college credits? There are some teaching areas in the junior college in which a teacher desires professional advancement, but cannot get advanced study in his field at any university. Secondly, there are many significant professional activities available for consideration in promotion in rank. Thirdly, the receipt of foundation grants or private grants could be considered. Fourthly, the sponsorship by the college itself of either sabbatical leaves or payment of tuition, or help in travel costs involved in some special project is important. Years of experience, up to a certain maximum, at the assistant professor level can substitute for, let us say, 15 hours of graduate study. At the associate professor level, additional years of experience, let us say instead of 15 years, can be allowed in lieu of graduate study. And so on, up to the professorial rank. This has to be worked out by your own staff, by your combined faculty and administrative committee.

How are these substitutions to be judged? At the Agricultural and Technical College at Canton, New York, they have a faculty committee that makes these judgments and recommends them to the dean for review. With his approval it's almost an automatic approval by the president. The only case where there wouldn't be an automatic approval is where there would be private information regarding the individual's performance which would have been available to the president but possibly not to the dean or to the division chairman.

At Canton, every attempt is made to encourage faculty to participate in activities in the professional field other than formal course work. Let me say in addition, that there isn't any question that formal course work contributes to subject matter growth in any field of specialization, and that is why our salary schedule indicates required hours of graduate work in a chosen field of specialization. Another kind of substitution for graduate work, is the possession of a professional license that identifies an individual as a CPA or Professional Engineer.

I believe that it is valuable for a junior college administrator to award two and three year initial appointments. I think that this one year business is an insecure thing for beginning staff members. I think staff members should be provided prior to his second appointment, with the opportunity to discuss with his department head or division chairman an individual plan for professional growth. This plan can be in the form of graduate study, it can be in the form of a proposed fellowship or it can be in the form of concentrated teaching for two or three years. Although it can be in any variety of form, it should be prepared by the individual faculty member with the approval of the department or division chairman. The staff member's progress with his plan should be occasionally evaluated. This evaluation may not be an annual affair but the opportunity should be there. Then, when the time comes when the individual is ready for promotion, there is some basis to ask the faculty member, "Well, do you feel you have made the essential progress to qualify for the next academic level? Do you feel you have built what you wanted to build?" I think this puts the responsibility where it belongs.

Let me summarize my position in this manner. Academic rank is justifiable as a means of recognizing and encouraging professional growth among the classroom teaching faculty of institutions of higher education. The academic ranking system makes it possible for that recognition to be granted periodically as one becomes more valuable to his college in whatever terms are significant to that college. Those "terms of value" generally fall under four broad headings?

1. Mastery of subject matter
2. Demonstrated teaching effectiveness
3. Academic and professional stature
4. College and community service

In junior colleges, and in community colleges in particular, where students of all ability levels are admitted, much lip-service is paid to the importance of good classroom teaching. Such teaching requires not only the ability to control classes and to communicate subject matter effectively, but also the willingness to review and to re-evaluate classroom procedures and materials and to make whatever adjustments seem advisable. "Good teaching? also implies out-of-class contacts with students, activities with professional colleagues both on and off campus, graduate study at times, and yes, even at the junior college level, some research and writing if that is the way the professor is "bent."

A good system of academic ranking should include the following characteristics:

1. A clear-cut statement of qualifications for appointment and/or promotion.

2. An academic salary schedule which states the maximum and minimum salaries for each rank, and the annual increase for each year of satisfactory teaching service in that rank.

3. An opportunity for each faculty member to chart and follow a plan of professional growth.

4. The opportunity to review that plan periodically and to discuss one's performance with his department or division chairman annually.

In my opinion, this kind of ranking system places a responsibility for growth where it belongs--on the shoulders of the faculty member. It also places the responsibility for recognition of faculty growth where it belongs--on the shoulders of the administration.

ACADEMIC RANK IN THE JUNIOR COLLEGE
THE REACTIONS OF A UNIVERSITY PROFESSOR

Dr. Ralph S. Novak
Professor of Management
Northern Illinois University

Inasmuch as Sabol, in his speech, indicated that he likes to have his teachers of business subjects have practical experience, I think that I should point out at the beginning that in addition to being a teacher, I am also a member of the American Arbitration Association. If you people here accept all of the suggestions made at this meeting on academic rank and go either pro or con . . . or if you people from the Chicago system throw out the ranking system and get into trouble and your union files a bunch of grievances and hauls you before an arbitration board, just say, "I want Novak to arbitrate this." I only charge $150 a day and can write a decision in two days.

Well, I'm completely confused. I don't know what a professor is. With all of the definitions we have heard around here, I'm confused. When they say, "He is a bricklayer first class." I know what that is. That is the guy who says, "I'm building a castle." The term "professor" is something else again. Actually, the rank of professor <u>should</u> denote the highest position of eminence. At the end of this speech, I am going to tell you what my personal feelings are on academic rank in the junior college.

Let me tell you about a little survey that I made on the topic under discussion. Most of the replies were from the College of Business and some from the English, Science, and Education Departments and the University Provost. I am going to reduce the results to percentages

because of the fact that it doesn't look so bad. I teach research in business, you see, and consequently I am well acquainted with that little booklet known as How to Lie with Figures. My question asked of these university personnel was, of course, "Do you think that junior college teachers should have academic rank?"

Here are the results: 1.2% said, "It depends upon." 49.4%, that was eleven people by the way, said "yes." And, 49.4%, that was also eleven people said "no." So you see that we, at the university level, don't really look down our noses at you junior college people if you decide to give academic rank.

Of course, each one of the university personnel sampled had to give a reason for their expressed opinions and the funny part of it is that these reasons tend to reiterate the remarks already made by Mr. Stein and Mr. Trimble. The reasons in favor ran as follows: "If it is done on the college level then why not on the junior college level." One person said, "I see no objection. It is not that important." This was really a profound observation. Other statements: "Only if one person's qualifications are higher than others should any recognition be given?" One professor gave a facetious answer of "yes" and said, "As long as we allow students graduating from junior high school to wear academic robes at graduation, what can we expect of junior college teachers?" Of course, inasmuch as he got his degree from Harvard, I can understand why he feels that way about it. Others: "It should be used to encourage teachers to continue their education."; "to encourage staff members to write"; "to provide for merit, for there is an incentive system in merit"; and "will render a more academic atmosphere." In other

words, it will eliminate the high school attitude. I assume that you people have read Harrington's article in the March, 1965, Junior College Journal where he discusses the California system and the "yoke of secondary education status." It was implied in many of the reasons given for a "yes" answer that if you award rank you would help eliminate secondary status.

Let's look at some of the reasons given for a "no" answer. "The adoption of rank would create more problems than it would alleviate." As a professor of management, I would have to agree with that remark! "Community colleges do not have the depth of principal courses and no graduate students . . . you don't need the depth in staff preparation required for the positions of associate professor or full professor. In other words, you might be paying for something that you are not getting." "I hope that the junior college sticks to two-year courses, then you won't need a fancy rank structure."

Here are some more remarks made by those university staff members who do not favor academic rank in the junior college. "Bennington is a junior college and it has no rank. It has a good staff and a good reputation. If Bennington can do without it, so can the other junior colleges." "If a ranking system is established, it will eventually give rank to people who are not qualified and this brings about a proliferation of rank." And, the final one was "we have too much rank even at the university level . . . it hasn't worked there."

What about the 1.2% "undecided." He said, "If the junior college administration can avoid academic rank, they are much better off." Of course, this was also brought out in the article by Harrington, Junior College Journal, March, 1965, page 25.

Now for my own thoughts. In addition to some of my other assignments, I teach a course called Human Relations in Business. And, human relations in any field, in business or in the schools, involves an appeal to an individual's heirarchy of needs. This idea was promoted in a book by Maslow. I suppose he borrowed his ideas from Freud. Anyhow, he indicates that man's basic needs (related to his comfort and survival) are such things as food, clothing and shelter. Further up in this heirarchy are needs related to security and up near the top are those related to social prestige and status. Administrators know that to get men to work a little bit harder they have to offer them status. Everybody wants to be somebody and that's probably why everybody in an educational institution wants to be a professor. In some universities, they try to motivate the full professors by having the category of distinquished professor -- and above that a very distinquished professor -- and above that a chair. It has always surprised me that no university administration has ever thought of a "professor superior" -- something like a mother superior.

May be this professorial system grew out of the military with the ranks of private and corporal and so on. The reason for that, is of course, was for control and delegation. Now this would be an argument against rank, because you can't have an associate professor running an assistant professor.

The trouble is, of course, that in junior colleges it doesn't matter how well you organize the process of job evaluation, or how many points you structure for each rank, or whether or not you have overlapping salary schedules, you are going to run into the same problems

that you do at the university level. When you initiate a system of academic rank, you create problems for yourself that didn't exist before. I would hope that the junior colleges would have a well-adjusted faculty that would not need the crutch of academic rank.

I think that the reason that I've been asked to talk to you is that I'm on Northern Illinois' University Council, and I'm also on the University Council's special personnel committee and the joint policy committee for four state universities. One of the things that we have to handle, of course, are the many problems that grow out of the rank and tenure systems.

Many of the real problems in rank are in the area of adjustment and application. I remember one of the rules that was advanced by a well-known professor of education who said to a class in which I was enrolled, "When you go out to teach, the first thing that you want to remember is not to make rules. Because, the first thing you know, you will have to make an exception to the rule and then you are in trouble." Well, the same thing happens when you set up academic rank and have rules concerning it's operation. You make an exception. Then, you have to establish a personnel committee to hear the cases of faculty members who feel that an exception should be made in their case also. These people are called "gripers" by certain levels of the university line and staff organization.

Personnel committees are really appeal boards. They act as a buffer between the department heads, the deans and the chief administrative officers of the institution. In fact, the personnel committee

is probably like the grievance committee in a union. Sometimes I wish that I had the fortitude to organize a union. Then I could retire . . . look what it has done for Jimmy Hoffa.

Sometimes, of course, incorrect use is made of academic rank. It has been "used" by administrators, or rank is given in lieu of financial incentive, or for boot-licking, or for acquiescence to mediocrity. I am reminded of an article called "Our World is Run by Yes Men" which points out the fact that some individuals are not promoted if they disagree too vehemently with their boss.

These are my own opinions now. This is the thing that gets me as a professor more than anything else . . . sometimes rank is given to high grade record keepers. Or, when administrators bestow upon themselves a title of academic rank so that they can gain the eminence implied by the academic rank (which was really designed for the teaching or research staff).

The title of administrator should be more in the nature of the status of people holding equivalent power and responsibility in the business world. For truly, a college administrator is a "business people," and the title of president or vice president denotes a status higher than that of a professor. Furthermore, I would mention that too often professorial ranks have been delegated by promolgators of mediocum to compensate for their own shortcomings.

I imagine that some of you are fly fishermen. You know that in trying to catch a fish that you put a little bug or fly on the leader

that is attached to your line. The leader makes the baits attachment to the line almost invisible. You lay that bug out there (with appropriate action) to fool the trout. The fish can't see the leader or that it is connected to the line, and then all of a sudden you have a strike. You play that fish . . . keep it under control. You have to have the right touch so that you don't break that thin leader. You have to be sure that the hook is firmly imbedded in the mouth of the fish so that you don't loose him.

Your administrators are just like fly fishermen. You have that invisible leader and you toss out the fly to entice the professors to your institution. Then you constantly have to play him and keep the feel of the line (of communication) so that you know that you still have him and that you haven't lost control. Too often, that fly, that bait, is academic rank.

STAFF - ADMINISTRATIVE RELATIONS IN THE JUNIOR COLLEGE

Dr. Richard F. Whitmore
Director, Kellogg Community College
Battle Creek, Michigan

This morning, and over lunch, we talked about titles and what they mean to people, and I was thinking that somebody upstairs was looking after me because how do you follow an act like Ralph Novak? However, lunch has intervened and so I hope you have forgotten a little bit. We discussed this thing called academic rank and, I think, it is all really in how you conceive a title.

For instance, the president of the institution always perceives his title as "boss" and the faculty usually perceives the title, same title, same words, in a little different way, "s.s.o.b." So I am aware that my responsibility this afternoon is that of a stage setter to the topic "Staff Administrative Relations in the Community College" with emphasis toward the administration. However, I must confess that it was with a great deal of enthusiasm that I listened with interest to the excellent presentations this morning. If I could take this opportunity to tell you a true story that happened not too long ago, I hope you will forgive me for bringing in personal experiences here.

Not long ago I was traveling from Tucson, Arizona to Chicago. I climbed aboard this new and beautiful plane and as we climbed aboard we knew something was going on because many photographers were out taking pictures of the people who were walking on. We thought probably

some celebrity was in the area and was going to ride on this plane. We settled back and got off the ground. Not too long after that, an enthusiastic pilot picked up the microphone of the intercomm system and he said, "Ladies and Gentlemen, this is your captain speaking. I want you to know that you are aboard, and are the first commercial people, commercial passengers, to fly aboard this new 707 Astrojet. With the accurate statistical information gathered by our research staff, the tremendous knowledge of our engineering people and the superb skill of the technologists who put this plane together, it is the safest and fastest airplane in commercial existence today. You will touch down in Chicago in just 2 hours and 31 minutes. Please sit back, relax and enjoy the rest of your trip." About 30 minutes later, the intercomm went on again, and it was the captain. *He said, "Ladies and Gentlemen,* this is your captain speaking. I suppose that some of you realize that we have just lost power on the starboard engines. Due to the accurate statistical information gathered by our research staff, the tremendous knowledge of our engineers, and the superb skill of the technicians who put this plane together, it was designed to fly on two engines. We have an alternate air field. We will be touching down in Durango in just 8 minutes. Please sit back, relax, and enjoy the rest of your trip. There is nothing to worry about." Just 3 minutes later, the intercomm came on again and he said, "Ladies and Gentlemen, this is your captain speaking. I suppose that some of your realize that we have lost our power on the post engines. Due to the inaccurate statistical information by the research staff, the stupidity of the engineers and the unskillful

lazy attitude of the technicians who put this plane together, it was not designed and will not fly without power. We will not make Durango; there is only one parashoot aboard. Please sit back, relax, and enjoy the rest of your trip. I am going for help!"

Well now, having just completed a year under a new Michigan state law which calls for compulsory faculty arbitration, I no longer want to be aloft when somebody mentions the word "negotiations." Admittedly, I still flinch at that, but not to the extent that I want to go and call for help. Because I, as an administrator, have found out that faculty members are really not too bad once you get to know them. We spent some 322 hours between faculty and administration in the last year developing the forerunner of a master contract for faculty members. I suppose that some of the information has leaked over here into Illinois from our state, and the problems that we have been experiencing. I think today I would like to deviate a little bit from personal experiences and tell you a little bit about why I think these things are happening. I am going to stick to the title "Staff Administrative Relationships." Although this sounds old and hackneyed, it will not support old and hackneyed ideas. And it takes us today in a new and imperfectly charted area, the community college, not new, but the first real breath of fresh air that has been allowed in the house of education since the development of the Carnegie Unit. And God help us if we haven't learned enough about the rigidity of Carnegie Unit to develop policy, administrative procedures, and faculty associations, flexible enough to welcome change and creativity rather than to resist it.

I think the American people are calling for an unusual and outstanding learning experience for students, both young and old, which until recently, was not available in this rigid organization we call "education." I would imagine that many of you are as concerned as I am to see some of the things that are happening at a very early age to this young, flexible, fascinating and fastest growing segment of higher education. The community college is not bound by old and rigid facilities, faculty graduate committees, rigid curriculum structure, or even governed by the perogatives of the full professor. Yet we see some malignancies which have for so long plagued the traditional colleges and universities creeping into our inner organs, which, if allowed to grow too long, will not be removed by the skillful cut of a surgeon's knife.

I speak here of academic rank, rigid curriculum programs that seem always to fit into one or two years, or, libraries that function, look and even smell like they have for a hundred years. Rectangular education . . . have you ever noticed that most of our facilities are rectangular in nature, curriculum programs always seem to fit into rectangular class schedules, administrative charts that avoid circles and semi-circles, textbooks printed on the rectangular page, and the lecture method? Now here I must confess that I have to deviate from the rectangular. Most of these are square. It seems to me that a creative faculty and leading administrator could be a little more original and come up with some preventative methods rather than the later course of cure. Why is this happening? Why? Because teachers and administrators who are practicing

living in a campus society made up of the college rebels. Students and faculty are demanding a voice in institutional policy making. Administrators, faculty and students are questioning national and international activities. They are becoming actively involved in political issues and offices. The statement from former Stanford University President Wilbur is no longer true. He said that if the faculty accepts my ideas without objection or hesitation, I know I am at least 10 years too late. It is true that in many of our community colleges faculty members are pushing administrators to move, knowing full well that they themselves have not clearly defined the role of a community college faculty member. We are positive, as we heard this morning, that faculties do not want to be classified in the same category as the secondary teacher, yet they are reluctant to accept the limited importance that many of the major universities and colleges have placed upon quality teaching. They have not yet been given sufficient time to learn to walk but are forced to keep running and keep abreast of this most rapidly growing segment of our education today. They are building foundations for a new educational system -- yet the image is not clear. They are forced to arbitrate -- yet they know not how to negotiate.

I set this stage merely to emphasize that the administrative staff relations in our institutions must, by necessity, differ from those that have come along heretofore. The administrator must sense the clues that are so prevalent and establish the kind of modern administrative framework which is essential to the inclinations of the faculty.

methods which are in the contemporary context are highly unorthodox. For an administrator or a college professor to practice unorthodox procedures requires him to be unnatural.

Jasper wrote that not only the universities but all corporate bodies tend to maintain an unconscious solidarity against both the excellent and the mediocre. The excellent are instantly excluded from fear of competition, just as the inferior are rejected out of a concern for the prestige and influence of the university. The competent second-rate are usually selected -- they are on the same intellectual level as the one doing the selecting. When we see colleges filled with administrators and faculties that are alive, perhaps making a mistake or two, but are going some place, we see their peers carefully giving a strong stare to each innovation from the sanctity and security of the sideline, pointing out the minor errors and the major dangers of each innovation and gossiping about the motives of those pioneers within our fraternity. We are bound to wonder, as we observe such a phenomenon, what is the intellectual difference here. Why, in some colleges, are the wheels turning while in others the brakes are solidly set, the momentum arrested? This I take as my central question this afternoon.

The task of staff administrative relations is vastly complicated these days because many of us have grown up in the education business during the 40's and 50's. The silent years, when the most controversial issues on our campuses were an isolated panty raid or two, and the approval of a course offering by the academic council. Today we are

Administration is a phenomenon of delegated vows. The administrator is the one who shows courage and decisiveness and he also is the facilitator of ideas, a listener, a man who enjoys, not merely accepts, the inconvenient fact that others disagree with him. He is a man who can act with conviction, but can distinguish himself between helping on the one hand, and dictating lines on the other. He is the one that must make difficult decisions yet must not be difficult in making them.

If we want to ask ourselves some questions about our own behavior, let us ask these: How successful are we in releasing the creative energies of the people who are working for us? How does our staff of well-trained people respond to our leadership? How eager are members of our staff to try new ideas, to work together as a harmonious team? On the other hand, how frequently does the faculty feel that ours is the heavy hand that controls, that we are never representing their interests but always the interest of some loud-mouthed pressure group? Is there any danger in my college that the person with the big new idea will become the displaced person of my faculty? Do I talk independence but demand submission? Or do I know how to allow for, in fact encourage, channels of disagreement to flow through the system? What kind of scholar am I? What are my cultural interests? In short, am I a life-long learner or merely a once-trained administrator?

When administrators answer these questions and faculties understand that believing in the group processes does not mean weak administration, the staff-administrative relationships in our community colleges

will be what they should have been in institutions heretofore. Too often, administrators and faculties feel that they are both doing God's work. The faculty in their way and the administrator in his. None of this makes much sense at all unless both faculty and administrators realize that the only reason that they are relating is for the interest of the student, and that in community colleges education should be for all who can profit.

In 1910, Mr. W. K. Kellogg supervised the phenomenon of people-to-people relationships, and said, "It appears that business is going to profit. I know how to invest my money. I will invest it in people."

FACULTY - ADMINISTRATIVE RELATIONS IN THE JUNIOR COLLEGE

Dr. Sidney Titelbaum
Chairman, Natural Science Department
President, C.C.C. Faculty Council
South-East Branch, Chicago City College

With respect to faculty-administration relations, junior colleges fall into two major categories.

1) The college in which administrators constitute a cohesive group, with group identity and group interests, while faculty as an operational collective noun doesn't exist. It isn't allowed to exist by the administration, and the teachers accept this prohibition. This is a colonial structure. It is maintained by economic power and by a successful characterization of faculty organizations as professionally-shameful "conspiracies." That is, these organizations are shameful to the degree that they achieve influence and become effective in carving out a significant role for the faculty in the formulation -- at every stage, right from the beginning -- of the educational and administrative policies of the college. They are respectable organizations of the faculty, in a college of this colonial type only if they are inept and are properly meek and modest in their aspirations.

2) In the second type of junior college, faculty-administration relations are characterized by a sharp demarcation of the two groups into two camps -- I almost said armed camps -- that are suspicious of each other and alienated from each other. In some colleges informal, friendly associations of faculty members with administrators constitute, to some of the brethren of these fraternizers, "trafficking with the enemy.

It matters not that (with only rare exceptions) the administrators were only recently teachers, and probably teachers for some years at the very college where they are now part of the administrative corps. In no time at all, the newcomers to administration identify themselves with the administrative camp. Even if they don't regard themselves as having crossed over, their former faculty colleagues, most of them at least, look at this as a desertion or a sell-out. Fred Rodell, professor at the Yale Law School, described this kind of transfer of group identity in the legal profession in his charming book Woe Unto You Lawyers.

This second type of junior college shows signs of becoming the type toward which most junior colleges are moving today. There are several reasons for this. It is not secret that there is an ever more serious shortage of college teachers, and that this shortage will be acute soon. That surely puts college teachers in the driver's seat, by a simple application of classical economic theory.

Certainly also the spirit of the times, in which we have the examples of newly-emerging (formerly colonial) nations, of the ferment of civil rights movements among peoples who until recently rebelled very little against racial discriminations and indignities, is a favorable spirit in which faculty group aspirations can thrive. If I may continue to draw some useful (even if admittedly less than perfect) analogies, these newly-emerging faculty organizations are going to move on groping, erratic fashions -- just like the governments of newly-emerging nations, or the leadership or civil rights groups. The teachers in colleges have been truly the culturally-deprived or the culturally-disadvantaged until recently. They haven't had much practice in the past in group participation

in decision making in broad areas of college government. They are learning -- real fast.

I would like to turn my attention this afternoon to two problems. The first is the question of why and how this situation of mutual suspicion and alienation has arisen between college teachers and college administrators. The second problem I will discuss is what can be done to achieve not merely peaceful coexistence but rather a friendly collaboration between these two groups.

How and Why the Cold War Came To Be.

Hofstadter has shown that universities started as institutions that grew out of the banding together of students, who collectively employed professors to lecture and demonstrate to the students. The first universities were student-operated. Much later universities became institutions with permanence; these were operated by boards of trustees. As universities became large and complex, boards of trustees found it impossible to maintain intimate, detailed knowledge and control. The result was that the college presidents and subordinate administrators became the real policy-makers. Students, faculty, even trustees, receded into the background.

Over a period of time some stereotypes developed in the views that faculty and administrators had of each other. Administrators generally believe -- with justice often -- that teachers lack understanding of the administrator's role, and that they are largely unaware or unconcerned about the many publics that are served by the college. Administrators believe that many teachers are parochial and live in a Ptolemaic universe

in which each teacher regards his discipline, his department, his plans for the next year as the center of all creation. They believe that the faculty indifferently minimizes the many real, pragmatic problems that the college administration faces and must resolve daily.

The faculty, on the other hand, think of "typical" administrators as unsympathetic to the non-conformity and individualism of teachers. Faculty members believe that administrators are impatient with the lack of faculty consensus on many issues, with the academic tendency to debate, with the practice of disregarding committee reports and discussing all problems ab initio. The administration, exasperated, acts. Most important of all, the faculty thinks that administration, out of laziness, or indifference, or disinclination to face faculty questioning and objections, does not bring the faculty into policy-making at the beginning. The faculty resents that the administration seeks to have the window-dressing of faculty participation by bringing the faculty into vital issues after the decisions have already been made, and asking for ratification after the fact.

I must admit that my list of faculty disenchantments with the administration is going to be lengthier than the parallel list of administration grievances against the faculty. I am a teacher in the Chicago City College. I have been a member of the elected Faculty Council of that college since it first met in June 1964, and have been president of this Council for the past year. In these capacities I have had the ear of many of my faculty colleagues. I have also had innumerable occasions to discuss, mostly in writing, these problems with the chief

administrative officers of the college. Let me append here, then, a number of sore spots that I enumerated last February in an attempt to account for the degree of friction that exists between faculty and administration. I will read to you the substance of a statement I prepared and presented then to our college administration.

> "I would like to bring to your attention, again, a fundamental problem that needs reexamination and resolution in the interest of attaining the most important asset of a college--an excellent faculty. The problem is the invidious and insidious 'double standard' by which administrators and teachers are split in two: the double standard of caste-system salary scales that shriek aloud that administrators are more talented than teachers, more important to the college, and therefore better paid.
>
> "One of the sore spots in the college personnel structure is the tendency for the polarization of faculty and administrators into two separate and opposed groups. Anything which contributes to this 'choosing up sides' is bound to hurt the smooth and creative operation of the college. The present salary schedule is such a schismatic force.
>
> "I have written . . . before about the deterioration of teaching that results from the seduction away from the classroom of excellent teachers by holding out the carrot of better pay (including better pension base, paid vacations, and other not-so-fringe benefits). I wonder, and you should wonder, too, how many good teachers become mediocre administrators as a result. (The argument doesn't suffer even if they become good administrators; we've still lost good teachers in the process.) We should be curious, also, about how many of these good teachers were really interested in becoming administrators--as distinguished from being unable to resist the promise of the better life they can buy for their families with the extra dollars they are offered.
>
> "Perhaps as significant as any of the points I have raised above is the additional observation that this inferior pay for teachers is an eloquent judgment that excellent teaching isn't (really) very important. In our society no evaluation is as meaningful as the dollar value placed on services. . . .

> "The most credible way the college can demonstrate its concern with teaching excellence is by putting as high a dollar value on teaching as it does on administration. No one in the college has greater responsibility than the classroom teacher, whose contact with and influence on students is the most significant personal relationship there is, in a teaching institution."

What Needs To Be Done.

In the statement reproduced above, reference was made to the polarization of faculty and administration as two opposed groups. A number of suggestions are now made for the depolarization.

1) Junior colleges, possibly more than senior colleges or universities, make the division between administration and faculty complete, sharp, and permanent. Administration frowns on proposals that someone can serve as part-time administrator, part-time teacher. The usual reply is that this would be desirable ideally, but "realistically" (a very suspect word, in my opinion, usually) this doesn't work out. The administrator who makes this statement makes it regretfully, and cites his own unsuccessful efforts to organize administrative duties so as to make some teaching time available. This unwillingness to have staff members serve as part-time administrators, part-time teachers should be renounced. Many 4-year colleges and universities find it not only possible, but so desirable that it is frequently the rule rather than the exception. Scheduling solutions are easy to work out. Some European universities even elect a faculty member for a one-year term as Rector. At the end of his year as rector, he returns to his classes. The advantages that would accrue in mutual understanding between

administration and faculty (as well as between administration and students) would be great. It would be possible to recruit a faculty member for a one-term stint for a particular administrative assignment, on a leave-of-absence status from his department.

2) There should be codified procedures for regular and significant faculty participation in the selection of major administrative officers of the college.

3) There should be a recognition of the unsurpassed importance of faculty in the purposes of a college and this recognition should be spelled out in terms of salary and fringe benefits that are commensurate with those available for administration personnel.

4) There should be a clear recognition that in matters of curriculum and course structure the faculty have a paramount role.

5) No faculty appointments should be made without the approval of the members of the teaching department concerned.

6) The faculty should have the responsibility and obligation to participate willingly and as expeditiously as necessary when urgent matters in which the faculty wants to be involved are being decided.

One last note. The matter of faculty-administration relations and the necessity for establishing useful relations of an unpolarized nature is both more urgent and more likely to be resolved soon in the junior colleges than in universities. Junior colleges are primarily teaching institutions. Their faculties are almost exclusively teachers. In universities, faculty members often devote major efforts to research, consultation, and governmental advisory positions. University teachers

often have the possibility of taking their grants and moving on, or they are career investigators, or they move in and out of industry. Because junior college teachers are almost exclusively teachers and because they tend to remain in one place longer, they are much more concerned about faculty role in the governance of their college, and of their being able to hold up their heads in association with the administration. It is for this reason that faculty organizations, latecomers that they are in junior colleges, may well achieve roles of power and influence greater than those in many senior colleges. There are now effective teachers unions in a number of junior colleges, some with collective bargaining agreements with their boards. There are more and more faculty councils or senates which are insisting on and getting a role in policy-making prior to decisions being made. An agreement on the desirability of depolarization of administration vs. faculty, and implementation of this depolarization, will make the faculty-administration relations within a college, and the college itself, better and better.

Paradoxical though it may seem to be, the first step toward such a depolarization would be the resolution by each group -- faculty and administration -- to speak for itself, to rely upon the other group to speak for itself, and for each group to really listen to the other. Many grave impasses have resulted from one group acting in terms of what it thought it knew the other's position to be. The imagined position is often not the real one.

Faculty members and representatives of faculty organizations should delineate faculty views. To attempt to "first-guess" what the administration views will be, aside from being either sycophantic or prematurely pugnacious, lead to undesirable results for a variety of reasons: (1) the faculty may really misrepresent the administration views; (2) strong exposition of faculty views, even if immediately unsuccessful, may in the long run educate the administration; (3) there are situations in which the faculty is much less restrained in its freedom of action and expression than the administration is -- and the faculty can, by speaking out, accomplish what both the faculty and the administration desire; (4) the faculty ought really to be honest.

The administration has a correlated obligation to speak out its views. Here the question is not one of the administration not having done so -- in most cases. More typically, the administration tells what its views are simultaneously with the issuance of decrees implementing these views. What is needed, what is on the way and will surely come, is the communication of administration views early in the game, prior to decision-making, so that faculty reaction can be effective and timely.

There is evidence that improvement is taking place in the ways that faculty and administrations communicate with each other. When such interaction, at all stages in policy-making, is coupled with the depolarization of the faculty-administration opposition, then -- and only then -- will colleges be in a position to concentrate on their goals of being educational institutions, without the wasteful diversions of effort and energy in the intramural cold war.

THE ADMINISTRATIVE ROLE AND THE FACULTY ROLE IN THE JUNIOR COLLEGE

Mr. Forest D. Etheredge
Vice-President and Dean of Instruction
Rock Valley College

My comments will be directed toward the role of the administrator and the role of the faculty member since I feel that many of the problems that arise in faculty administrative relationships come about as a consequence of different attitudes, different understandings, different concepts of the respective roles of these two people in the light of two different kinds of people, in the light of an institution.

First of all, I think we can all agree that the role of the administrator is a different role than that of a teacher and that there is need for some specialization within the institution. I think that the administrator, if he is to be a good administrator, and serve as the leader of the faculty, cannot devote as much time as he really should in keeping up within his subject matter field, and, in doing those things which are necessary to perform as a good teacher in a classroom. The larger the institution, the more difficult this becomes.

Now, speaking first about the role of the administrator. I think we would agree, and I think that perhaps many of us here are administrators in community colleges, that the administrator has a most complicated role. The administrator is a person who both initiates and administers policy. He is, and at the same time he is not, a member of the faculty. Most administrators have served as college

teachers at some time in the past or at least I think that this is the path that most administrators have followed. They have come through the teaching ranks and have spent some time as a classroom teacher. Looking back, most of them are strongly tied to the teachers in the classroom. They have served the same kind of preparation in college and in graduate school. They have been trained in a subject matter field which they have professed for a number of years, and then they have moved into administration. This common experience keeps them tied very closely to the faculty and they should be thus tied. At the same time, at least for the chief administrative officer in an institution, he is not a faculty member. He is the chief executive officer acting on behalf of the board which is responsible for running the institution. So whether we like it or not, at least for the chief administrator, there is a separation.

It seems to me that the proper role for the administrator in college, and this is true of the chief administrative officer as well as other administrators, including the divisional chairman, is to serve as leaders to the faculty. They should serve as a center of stimulation for change. I think that change is particularly important in the community college because we must keep up with what is going on in society and that we must change continually in order to keep pace with society, in order to be assured ourselves that we are meeting the needs of society. The function of the administrator then is to provide the leadership for change . . . changes in courses, changes in programs of study.

You might say that the administrator is the chief "boat rocker" if you like. He is the one that is responsible for making sure that the boat does get rocked from time to time, in order that constructive

changes can occur and of course cast in this role as leader of the faculty this means that the administrative officer must be a teacher. He must be able to communicate ideas and ideals and goals to the members of his faculty. So, in this sense, the administrator continues to be a teacher even after he has left the classroom. I happen to be one who feels that a good teacher is not lost -- he does not go down the drain when he steps into an administrative office. It seems to me that the responsibilities as an administrator call for all the teaching ability, all the talent that an administrator even had as a teacher. It has been my experience that all good college administrators, that I have know at least, are good teachers and they continue to function as teachers even after they leave the classroom. It seems to me too that this leadership role of the administrator cannot be overemphasized. Administrative problems tend to arise when this role is not played or when the role is not played well. It is very simple, very easy, to fall into a routine of paper clip copying, or filling out of questionnaires. This is the sort of thing that unfortunately consumes the time of a great many administrators.

There must always be time found for administrators to act as a leader, to look forward to the goals that have been established for the college, to evaluate these goals, change them if necessary, but continue to take those steps toward reaching those goals. It seems to me, too, that when the administrator does not provide such leadership that the inevitable result is a sick institution. If the faculty, working in a situation where there is not administrative leadership, leaders will

develop within the faculty. The faculty members themselves will attempt to lead, except that instead of there being one leader, there will generally be many, and the result will be generally chaos and anarchy. One reason for this is that the faculty usually does not operate under the same kinds of restraints as the administrators must operate under.

In community colleges, where the faculty is perhaps not alert and not alive, the institution simply goes to sleep. No changes take place. Courses continue to be taught as they were taught in previous years. The curriculum does not change. There are no new courses added; none are dropped. The institution in a sense is not asleep, it is dead. One of the characteristics of living materials is that there is change, there is growth. But here there is no change, there is no growth. The institution has in a sense died. Unfortunately, we don't bury our dead colleges. They continue to admit students and process them and turn them out after a year or two with some sort of a degree or certificate.

It seems to me that faculties, faculty members for the most part, deserve and expect leadership from their administrators. This is certainly true of the boards of education that are responsible for appointing these people to that role. So the role of the administrator then, it seems to me, is to provide the leadership that is necessary in the life of any thriving institution, any institution which has as its goal the serving of the needs of society.

What about the role of the faculty member in this institution? The faculty member, of course and quite obviously, is responsible for the implementation of all the instructional programs. It seems to me, too, that they should not only be responsible for the implementation of programs, but obviously in the development of such programs. Most of their time, and most of their day-to-day activities, must be directed toward the implementation of the program. There are a number of reasons for this. I think teachers, for the most part, are not educators. Most teachers are specialists in their subject matter field. They are teachers of chemistry, or teachers of biology, or teachers of mathematics. But they are subject matter specialists for the most part.

Since most of their time is consumed in implementation of the educational program, they do not have the time, and perhaps in many instances -- perhaps in most instances -- do not have the occasion, to gain the large perspective which is necessary to supervise the development of an entire educational program. Teachers too tend to be quite conservative and if you have ever tried to drop a course from a catalogue, or in some instances to add a new course, you know that this is true.

There should be some polarization between conservation and liberalism, if you like. Some give and take between these two poles. I think this is not only desirable, it is quite healthy. But, I also think that the conservatism of most faculties is a fact of great consequence to junior colleges. Junior colleges must change; they must

change rapidly because that is what is going on in society. And, since we pride ourselves on meeting the needs of society, I think it is necessary for changes to be taking place continually.

When we put these two roles together (the faculty role and the administrative role) there is a good bit of overlapping. I think faculty members for the most part wish to be consulted, wish to be informed as to what is going on in the institution, and certainly any administrator that does not inform and does not consult his faculty is making a very grave error for many reasons. Perhaps the most important of which is because he deprives himself of their counsel and their good training, their good experience. By the same token, just as the administrator has the responsibility to inform and to consult and to develop in cooperation with his faculty members, courses and programs and so forth, the teachers themselves have the responsibility to participate in this "give and take."

To summarize, it seems to me that good faculty administrative relationships depend upon a clear understanding of the role of the administrator and the faculty member. I am quite aware of the fact that there may not be unanimous agreement on the character of these two roles as I have defined them, but I am troubled by the fact that there seems to be, and assumed by some people that there must be, hostility between the members of the administrative staff and faculty. I don't believe it is necessary. I don't believe it should exist.

It seems to me and it has been brought out by Dr. Titlebaum and I believe Dr. Whitmore too, that the role of the community college, after all, is instruction. Its educational role is primary. In order for this role to be performed, there must be stability within the institution. You cannot have this stability if there is hostility between faculty and administrative staff. Cooperation is not only desirable, it must exist. Both faculty members and administrators must strive for a working consensus in an atmosphere of mutual respect.

This consensus can be achieved in many ways, but there unfortunately is no exact formula that we can use. There is no absolute formula for developing consensus. There are, however, channels which can be used. There are faculty councils, there are standing committees, there are ad hoc committees, and so forth. Perhaps equally as important, there are informal gatherings. There should be opportunities for informal gatherings between members of the administrative staff and faculty. The important thing is to provide channels, to see that those channels are there, and that they do not become clogged. There can be a free exchange, an interchange of information, in order that this working consensus can be obtained. We can never obtain it without mutual respect on the part of the administrative staff for the members of the faculty and on the part of the faculty for the members of the administrative staff.

It seems to me, too, that the responsibility for leadership should be centralized within the organization. This is necessary so

that stability can exist within the institution, the stability that is necessary for the institution to fulfill its primary role -- that of providing instruction. I also feel that for the vast majority of faculty members, the centralizaton of leadership, the centralization of power if you will, is not a problem. I think that most teachers are quite happy if they can be consulted, can be informed, and have the opportunity to contribute to the development of the programs and to the institution as a whole.

I think here in Illinois we face special problems at the present time. Problems that are not found everywhere. In the past, these problems have been brought about as a consensus of the history of the junior college in the State of Illinois. In the past, most of the junior colleges have shared facilities, they have shared boards of education, they have shared administrators in some instances, and they have shared faculties with high schools. I think that there is a tendency to carry over the attitudes and the forums that are characteristic of the secondary institutions into the junior college. I think that this is something that faculty members and administrators alike will have to work very hard on to see that there will be as clean a break as possible made with these attitudes and forums in order that the faculty and the administrator, and the newly emerging junior colleges in this state, can move on to the accomplishment of their objectives and serving the needs of the people in the state.

There is, of course, some instability that always results from rapid growth of institutions in almost all the community colleges that are growing quite rapidly. There is always some instability which is caused by the change in status that is occurring. But, I am quite confident that if faculty members and administrators work together, we can overcome these problems and meet the challenge that is posed to the community college in the State of Illinois.

CONFERENCE SUMMATION

Dr. Elwyn R. Miller
President, Illinois Association of Higher Education
Associate Director of Student Teaching
Northern Illinois University

All the talk this morning about academic rank reminds me of the men who undertook the introduction of a college professor friend of his as "Dr. Smith" to some of the natives of his home town in northern Kansas. One older citizen cocked his head at the stranger and quizzically drawled, "What kind of doctor -- man, horse, or book?" Sometimes I think that we need characters like this Kansan to cut us down to size now and then.

Earl Trobaugh, as your moderator this morning, cited Harrington as saying that academic rank in community colleges is an emotionally charged issue. Your speakers proceeded to prove the point.

Turner Trimble's presentation, to a large extent, was a status report upon the use of rank in the Chicago City College. The faculties of these colleges voted in favor of the use of academic rank in 1962 in an election in which issues of conversion from a semester base to a tri-mester system and an attendant fifteen percent pay increase obscured the matter of rank; many thought that the three factors were presented as a package deal. Local rank committees were set-up to take the recommendations of the department heads, to apply criterion standards established by an all city committee, and then to pass on their recommendations to the dean or president of the college. Trimble expressed the belief that rank in community colleges has mixed values. He identified some negative over-tones: rank seems to be no great help in recruitment; the old Chicago

salary lane system was just as effective as rank in providing an incentive for professional growth; and there seems to be some negative effect upon faculty morale. Advantages identified by Trimble were: the issue of rank brings discussion out into the open and it makes rewards for merit possible. This year the operational machinery was bettered by dropping secrecy policies, and guarantees to individuals were established. Trimble ended with a recommendation that the rank issue be gone into quite thoroughly before, rather than after, an adoption of policy.

Norman Stein was more optimistic than Dean Trimble about the impact of rank and the merit system in the Chicago City College. The biggest complaint following the 1962 adoption, he indicated, has been that the policy has not been administered as liberally as most faculty feel that it should have been. The recent elimination of secrecy should be a help with more liberal opening of the ranks constituting a boost to morale. Stein suggested that academic rank can bestow dignity, status, and prestige upon the faculty. It should help provide flexibility, help facilitate transfers of staff, and should be a definite strength in recruitment.

Edward Sabol stressed the need for developing evaluative skills in appraising college personnel. Sabol also emphasized the need for the involvement of staff in joint and self evaluations. He expressed the belief that academic rank is justifiable and necessary as a means of recognizing professional growth, but not as a means of promoting salary increases. He pointed out the need to broaden the concept of professional

experience in order that the criteria include business and technical fields. He did not think that the city and country community colleges were too far apart in the criteria commonly used for rank, promotion, and salary increases.

Ralph Novak's presentation is difficult to summarize. I certainly would challenge the validity of the data he advanced in his survey for I happened to see him conducting his survey. His procedures were -- let's say -- unique. Seriously, Novak expressed the idea that rank at community college level too often is a mere imitation of rank at the senior college level. Some want rank to help eliminate their own feelings of secondary status which they often attach to the community college. Adoption of rank would create more problems than it would alleviate, according to Dr. Novak. Indeed, problems are created by rank that didn't exist before. Novak would hope that the junior colleges would have well-adjusted faculties that would not need the crutch of academic rank. Academic rank is sometimes "used" by administrations in lieu of financial incentives, for bootlicking, or for acquiescence to mediocrity. Or, the administrator may bestow upon himself academic titles through which to gain a kind of eminence implied by the rank.

In the panel moderated by Clifford Erickson in the afternoon session, Richard Whitmore made a commendable plea for a pioneering spirit in staff-administration relations in community colleges. Channels of communication need to be kept flexible. Lockstep procedures need to be avoided. There is need for acting upon as well as believing in good

group processes. For a vital profession, room for dialogue should be carefully safeguarded and cultivated among staff and administrative members.

Sydney Titelbaum constructed a series of analogies at once penetrating in analysis and intriguing to the listener. Titelbaum categorized two types of college faculties. The first is the college faculty ineffective as a group and probably purposefully kept disorganized by the administration, while the administrative members form a cohesive group with strong group identity. Titelbaum labeled such a relationship essentially a colonial organization. The second type of faculty and administrative relationship exists where a sharp demarcation splits college personnel into two alienated camps, faculty vs. administration. Titelbaum saw this second type as becoming normative as college teacher shortages more and more put the faculties in the drivers' seats. He compared these emergent faculties with emergent nations upon the international scene. Titelbaum believed that peaceful coexistence is possible; even friendly cooperation is a possibility. He pleaded for more faculty involvement in determining structure, for participating in faculty selection and for administration-faculty dual assignments. He suggested that the most credible way of stressing excellence in teaching is to put a higher dollar value upon it so that we do not lose good teachers to administration. He believed that as primarily teaching institutions, community colleges are in the best position to do something constructive about better administration-staff relationships.

Forest Etheredge expressed the idea that as a fact of life, chief administrative officers are separated from faculty members to some extent. There is need for some specialization within an institution, including administration. It is difficult for an administrator to keep up with a teaching staff, but prior experience as a teacher helps maintain ties. Administrators should assume the leadership role for change. A good teacher is not lost when he goes into administrative office; the administrator must be a teacher to his faculty. He should be the chief "boat-rocker." Most teachers, as subject matter specialists, do not have the time to gain the large perspective needed for leadership and tend to be parochial and conservative in outlook. The administrator must not get bogged down in detail to the extent that he can't provide the leadership needed to keep an institution healthy. If the administration does not give leadership, leadership from the faculty will arise in the vacuum with the danger of it being uncoordinated. Hostility should not be allowed to become a way of life; cooperative approaches are needed more now than ever before.

In conclusion, I seek your leave to depart from the role of the summarizer to make one comment of my own. In this state which saw the birth of the public junior college, the growth of the community college during the past two years has been more than a minor miracle. In this development which you share with many other states, an opulent opportunity appears before you to pioneer a form of college level education truly

twentieth century and even twenty-first century in concept. Why impede yourselves with the burden of baggage accumulated in the past filled with practices no longer relevant to our times? There is much of the medieval in the traditional four-year college and university, including the item of academic rank. Try to emulate them, and you will never gain their respect. Seek your prestige through independent action, humaneness, and quality. Who knows? In time, you even may be able to influence our universities which, by the large, are too deeply rooted in the past to serve our present age and future eras well.

Registered Conference Participants

Anderson, Audrey: Business Department, Freeport Community College

Anderson, Ralph: N.I.U. student, Industry and Technology

Alexander, Ruth: Sycamore Public Schools

Bergstrom, Robert C.: Registrar, Morton Junior College

Blatnik, William: Superintendent of Schools, Lockport

Bouseman, John W.: Dean, Central Y.M.C.A. Community College

Bunch, Noah: Chairman, Science Department, Sauk Valley College

Chapman, John: Curriculum Coordinator, Kaneland Schools

Chipman, C. Dean: Director of Evening School, Elgin Community College

Clark, Robert O., Jr.: Guidance Counselor, Deerfield Schools

Convery, Dennis: Arcadia (California) Public Schools

Corbett, Gwen: Proviso Township High School

Croft, David J.: Graduate Student, History, N.I.U.

Cuplin, Warren: Business Affairs Office, N.I.U.

Dunn, Dorothy: Dean of Women, Morton Junior College

Enselman, Bruce: Mathematics Department, Bloom Community College

Erickson, Dr. Clifford G.: President, Rock Valley College

Etheredge, Forest D.: Vice President and Dean of Instruction, Rock Valley College

Fagan, Richard D.: Chairman, Division of Business Administration and Business Manager, Freeport Community College

Fechtner, Fred: Biology Department, Freeport Community College

Flanders, Seth W.: Guidance Counselor, East Aurora High School

Fox, Dr. Raymond: Associate Dean, College of Education, N.I.U.

Gibb, Dr. Leonard: Placement Office, N.I.U.

Gill, Lester: Guidance Counselor, Freeport Community College

Goodwin, Violet H.: Teacher, Business Education, Joliet Township High School and Junior College

Gourley, Dr. Robert H.: Placement Office, N.I.U.

Grams, Kenneth: Teacher, Business Education, Elk Grove High School

Harvener, Ralph: Social Science Department, Black Hawk College

Hedstrom, James: Guidance Counselor, N.I.U.

Heinze, Michael: Graduate Student, N.I.U.

Husfeldt, Mary Alice: Home Economics, Marengo Public Schools

Jensen, Richard B.: Social Science Department, Bloom Junior Community College

Kane, Marilyn: Teacher, Home Economics, Arlington High School

Kellen, Robert: Waterman High School

Kuhn, Dr. Elmer J.: Dean, Student Personnel Services, Sauk Valley College

Kuffel, Ronald: Teacher, Mathematics, St. Bede Academy

Lathrop, Neil: Chairman, Division of Social Sciences, Freeport Community College

Lewis, Robert: Teacher, Business Department, Freeport Community College

Martin, Albert H.: Dean, Bloom Township Community College. President, Illinois Junior College Association

McClellan, John E.: Director, Student Personnel Services, Freeport Community College

Miller, Elwyn: College of Education, Northern Illinois University. President, Illinois Association of Higher Education

Monahan, William: Superintendent, Freeport Public Schools

Morgan, Dorothy: Guidance Counselor, Proviso West High School

Murdakes, Peter:

Nelson, Robert: Chairman, Secondary Education, N.I.U.

Newgard, Noel M.: Racine (Wisconsin) Public Schools

Novak, Ralph: Professor of Management, N.I.U.

O'Brian, William: Dean of Students, LaSalle -Peru-Oglesby

Odette, Joan:

Piland, William: Graduate Student, N.I.U.

Pizzo, Joseph N.: Biology Teacher, Naperville Public Schools

Reynolds, Dorothy. Home Economics, Riverside-Brookfield Public Schools

Robertson, Richard D.: Reading Teacher, Elburn Public Schools

Sabol, Edward J.: President, Sauk Valley College

Schultz, Edward: Mathematics Department, Elgin Community College

Smith, Mel: Assistant Superintendent, Lockport Public Schools

St. James, Lynn: Home Economics Teacher, Hirsch High School, Chicago

Stein, Norman P.: Chairman, Math Department, Wilson Branch, Chicago City College

Story, Leonardis: Galesburg State Research Hospital, Galesburg

Strawn, Martha Ann: Biological Science Department, Black Hawk College

Titelbaum, Sidney: Chairman, Natural Science Department, South-East Branch, Chicago City College

Tjorks, Gary: Social Studies Teacher, Wheeling High School

Trimble, Turner H.: Dean, Amundson-Mayfair Branch, Chicago City College

Trobaugh, R. E.: Dean, Illinois Valley College

Wedel, R. C.: Principal, Rockford Public Schools

White, Dan L.:

White, Jean: Head, Biology Department, Freeport Community College

Whitmore, Richard F.: Director, Kellogg Community College, Battle Creek, Michigan

Wisgoski, Alfred: Associate Dean, Illinois Valley College

Criteria Approved by the Council and Submitted to the Deans

REPORT OF THE AD HOC RANK CRITERIA COMMITTEE
of the CHICAGO CITY JUNIOR COLLEGE* FACULTY COUNCIL

Revised December 15, 1965

This committee has concerned itself with reviewing and revising the Report of the Ad Hoc Advisory Committee on Academic Rank presented on May 15, 1962. That report has been thoroughly appraised, and revised in the light of both theory and practice.

The committee has retained the original classification of the criteria for placement and promotion into six categories: (I) Excellence in Teaching, (II) Performance as a Member of the Faculty, (III) Experience and Length of Service, (IV) Educational Preparation, (V) Professional Standing and Growth, and (VI) Community Service.

Throughout its history the junior college has laid less stress on publication and general research and pursuit of advanced degrees that on service to the college and development within the college of improved curricula, teaching methods, and teaching materials. For this reason the committee strongly recommends that Category I, Excellence in Teaching, be given the first and greatest emphasis in evaluating candidates for promotion. It is recognized that it is very difficult to arrive at any objective evidence of excellence. All avenues leading to the goal of objectivity should be explored. Category II, Performance as a Member of the Faculty, should be considered as a second factor and only slightly less important. It is also subjective in nature but less so than Category I. It is felt that these first two categories are of overwhelming importance in judging a teacher's worthiness for promotion in rank. Categories III and IV can be largely determined objectively and together they might be considered as significant as Category I. The committee feels that Category V and VI are worthy of recognition and acknowledgement when possible but their absence should not constitute a serious handicap when other categories are strong.

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* Now Chicago City College

It is not the intent or expectation of the committee that a person qualify for assignment or promotion in rank in all of the six categories, but it is intended that to be eligible for promotion to any rank, the teacher must have satisfied all requirements for permanent assignment in the Chicago City Junior College. Outstanding performance or ability in categories I and II should be regarded as compensatory for a lesser performance in other categories. It is always expected, unless otherwise specified, that a higher rank demands more distinguished performance than a lower rank.

As currently applied, the rank criteria exert a good deal of pressure on the faculty to pursue graduate work and research. The committee feels that if such studies are held to be highly desirable, the administration should adjust the teachers' working conditions and class load that these projects are feasible.

It is the strong recommendation of this committee that all persons concerned with promotions will make careful use of these criteria when preparing letters of recommendation for promotion of faculty members.

I EXCELLENCE IN TEACHING

Stress on effective teaching is that characteristic of the junior college program which distinguishes it from many other collegiate programs. For this reason, consideration of criteria for the placement and promotion of the junior college faculty should emphasize teaching excellence relatively more than it is in institutions which are more concerned with research and degrees than junior colleges appropriately are.

INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Evidence of teaching potential	Demonstration of teaching ability		

A. With respect to subject matter:

1. Knowledge of subject taught
2. Interest in subject taught
3. Academic breadth and perspective: ability to relate subject matter taught to broader areas.

B. With respect to classroom techniques:

1. Clear and intelligent presentation of subject matter
2. Illumination of subject matter through concrete illustrations, pertinent subsidiary information, applications to practical situations, etc.
3. Stimulation of lively, well-directed discussions.
4. Arousal of student interest in subject matter and stimulation to independent thought and effort
5. Organization of course and preparation for each class session
6. Rapport with class
7. Adjustment of teaching techniques and subject matter to the range of abilities within each class
8. Development of student ability to appreciate and engage in critical thinking
9. Breadth and diversity of interests: activities and interests which enable a teacher to develop wider sympathy for, more effective communication with, and deeper understanding of his students

II PERFORMANCE AS A MEMBER OF THE FACULTY

Effective performance as a member of the departmental staff, characterized by a balance of such qualities as leadership and cooperativeness, independence and flexibility, idealism and practicality, is second only to teaching as a factor in the evaluation of a member of the faculty.

INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR

A. Work on faculty and other school committees.

B. Extracurricular work with students.

C. Extraordinary contributions as student counselor.

D. Contributions to curriculum development.

E. Effective and willing assumption of responsibility in departmental matters.

F. Interest in individual students as evidenced by personal conferences and informal discussions.

G. Personal and professional integrity.

H. Administrative performance, with respect to faculty members such as assistant deans, registrars, administrative assistants, department chairmen, assistant department chairmen, head librarians, et al, who, in whole/part, have such duties, is characterized by (a) selection and attraction of capable personnel; (b) stimulation of faculty enthusiasm and creativity; (c) facilitation of regular communication between upper and lower echelons; (d) provision of necessary materials for optimum working environment; and (e) equitableness and fairness in dealing with subordinates.

III EXPERIENCE AND LENGTH OF SERVICE

INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
A.	Minimum of three years' college teaching experience.	Minimum of seven years' college teaching experience.	Minimum of twelve years' college teaching experience.

Experience and length of service in other fields deemed relevant to performance as a faculty member in the Chicago City Junior College may be considered equivalent to experience and length of service in the College.

B. Persons granted the rank of Assistant Professor either by initial assignment or promotion must serve three years in this rank in the CCJC before being considered eligible for promotion to Full Professor. This limitation shall not apply to persons who were members of the CCJC faculty on June 15, 1962.

IV EDUCATIONAL PREPARATION

INSTRUCTOR	ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Master's degree or its equivalent.	Minimum of a master's degree or equivalent, plus either: A. Placement in Lane III as of June 22, 1962 or B. Qualification by the following scale combining further Graduate Credit and Years of College Teaching Experience:	Graduate work beyond the master's degree should ordinarily be the requirement for this rank. The Ph.D. degree, its equivalent degree, licensure, or certification is desirable but not necessary.	The Ph.D. degree or its equivalent degree, licensure, or certification should ordinarily be the requirement for this rank.

Hours of Graduate Credit beyond the Master's Degree:		Years of College Teaching Experience
25 - 30	plus	3 years
18 - 24	plus	4 years
12 - 17	plus	5 years
6 - 11	plus	6 years
0 - 5	plus	7 years

Educational Preparation includes:

A. Advanced study with recognized teachers (e.g., in fine arts).

B. Practical experience in related non-academic fields, including travel.
In the Applied Arts (Physical Education, Art, Music), greater emphasis will be given to applied experience, less emphasis to higher degree.